

Teacher: Roberta Gallentine
Course: English Grade 1
Year: 2004-2005
Month: September

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Unit Name	Essential Questions	Content	Skills	Assessments	Lessons	Standards
Launching the Writers' Workshop		-A. Independent Workers: Writer's Tools	-A1. Located and retrieved supplies independently (paper, pencil, crayon)	-A1. Personal Performance Task (Performance Observation)		-COM.01.W.01.01.a ~ Writing ~ Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing. ~ Students are able to use text and illustrations to express thoughts and ideas. ~ write brief narratives describing personal experiences; -COM.01.W.02.02 ~ Writing ~ Students are able to use various strategies and techniques to improve writing quality. ~ Students are able to use descriptive words in writing. For example: The big, black cat ran down the long street. -COM.01.W.03.01.a ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use a period; -COM.01.W.03.01.b ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use a capital at the beginning of a sentence;
		-B. Story Telling: Words and Pictures	-B1. Added details to illustrations to enhance personal writing or began with an illustration before writing	-B1-B4, C1-C4. Personal Writings (Short stories)		
		-C. Revision and Editing: Punctuation and Quality Words	-B2. Brainstormed and chose a meaningful topic	-D1. No formal Assessment at this time (Performance Observation)		
		-D. Writers' Readings: Share Work	-B3. Relied on personal knowledge of letter/sound correspondence to write need words			
			-B4. Self-monitored sentences and corresponding illustrations -C1. Added quality adjectives and other word types to revise for detail in personal writings			

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Launching the Writers' Workshop			-C2. Monitored self-writing for correct spacing between words -C3. Edited personal writing for periods and capital letters -C4. Utilized the Word Wall Words (posted in room) to initially spell or revise words in writings -D1. Read personal writings to a neighbor or small group of students			

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Unit Name	Essential Questions	Content	Skills	Assessments	Lessons	Standards
Letter Writing						
		-A. Addresses on Envelopes	-A1.Wrote return addresses (as determined by our in-school mailing system) on envelopes	-A1-B2. Whole-Group/One-on-One Performance Task (Performance Observation)		-COM.01.W.01.01.a ~ Writing ~ Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing. ~ Students are able to use text and illustrations to express thoughts and ideas. ~ write brief narratives describing personal experiences;
		-B. Letter Form: Date, Greeting, Body, and Closing	-A2.Wrote first line of mailing address on envelope -B1.Wrote letters to school staff and classmates according to letter form			
Small Moments: Personal Narrative Writing						
		-C. Small Moments into Stories	-C1.Recognized how authors write about one small moment across several pages	-C1-F1 No formal assessment at this time (in-class observation)		-COM.01.L.01.02 ~ Listening and Viewing ~ Students are able to use various listening and viewing strategies in social, academic, and occupational situations. ~ Students are able to recognize the importance of focusing on a speaker when listening.
		-D.Writing Partners	-C2.Zoomed in on a focused topic			-COM.01.S.01.01.a ~ Speaking ~ Students are able to use appropriate structure and sequence to express ideas and convey information. ~ Students are able to tell stories in a logical order or sequence. ~ participate in a variety of oral language activities

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Small Moments: Personal Narrative Writing		-E.Internal Stories	-C3.Used details to stretch a small moment story			-COM.01.S.01.02.a ~ Speaking ~ Students are able to use appropriate structure and sequence to express ideas and convey information. ~ Students are able to use specific language to convey a message. ~ describe personal experiences.
		-F. Story Endings	-D1.Planned writing with partner			-COM.01.W.01.01.a ~ Writing ~ Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing. ~ Students are able to use text and illustrations to express thoughts and ideas. ~ write brief narratives describing personal experiences;
			-D2. Listened to partner's story and gave feedback			-COM.01.W.01.01.b ~ Writing ~ Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing. ~ Students are able to use text and illustrations to express thoughts and ideas. ~ write a story with a beginning, middle, and end.
			-E1.Added feelings and thoughts to show response to a story's action			-COM.01.W.02.01.a ~ Writing ~ Students are able to use various strategies and techniques to improve writing quality. ~ Students are able to contribute ideas to writing. ~ participate in the writing process through shared and interactive writing
			-F1.Wrote effective endings that stayed close to the heart of the story			

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Unit Name	Essential Questions	Content	Skills	Assessments	Lessons	Standards
Small Moments: Persona I Narrative Writing (Cont.)		-A. Story Rehearsal with a Partner	-A1.Planned story orally with partner before writing it	-Student Writing (Small Moment) Conferences (Teacher observation and evaluation)		-COM.01.L.01.02 ~ Listening and Viewing ~ Students are able to use various listening and viewing strategies in social, academic, and occupational situations. ~ Students are able to recognize the importance of focusing on a speaker when listening.
		-B. Assessment of Work	-B1. Evaluated this unit's writing to select best small moment story			-COM.01.W.01.01.b ~ Writing ~ Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing. ~ Students are able to use text and illustrations to express thoughts and ideas. ~ write a story with a beginning, middle, and end.
		-C. Celebration of Work	-B2. Edited selected piece for spelling of word wall words			-COM.01.W.03.01.c ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use correct spelling of grade level words in final copy;
			-B3. Enhanced sketches by adding color			-READ.01.R.01.01.b ~ Students are able to apply various reading strategies to comprehend and interpret text. ~ Students are able to use knowledge of letters and sounds to read text. ~ use long and short vowels;
			-C1. Listened respectively while students shared their stories			-READ.01.R.01.02.b ~ Students are able to apply various reading strategies to comprehend and interpret text. ~ Students are able to read orally with accuracy, fluency, and comprehension. ~ read with expression

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Small Moments:Persona I Narrative Writing (Cont.)			-C2. Read their selected story with expression to the whole class			
Writing for Readers		-D.Qualities of Easy-to-Read Writing -E. Focused narratives -F. Self-assessment of Work	-D1. Left finger-sized blank spaces between words -D2. Identified proper usage of capital letters -D3. Heard and recorded additional sounds in words -D4. Utilized resources in the room for correct spelling, ie. word wall, word folders -E1. Wrote about memories associated with an object -E2. Focused narrative to one event -F1. Used edit cards to check for completeness of work: checklist of name, date, words and pictures on all 3 pages			-COM.01.W.03.01.a ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use a period; -COM.01.W.03.01.b ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use a capital at the beginning of a sentence;

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Unit Name	Essential Questions	Content	Skills	Assessments	Lessons	Standards
Easy to Read Writing (Cont from Nov.)		-A. Peer Editing	-A1. Corrected spelling of word wall words (with partner's assistance.)	-Easy-to -Read Small Moment Stories (in-class observation)		-COM.01.W.03.01.a ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use a period;
		-B. Rereading	-A2. Placed periods in story to break apart ideas (with partner assistance.)			-COM.01.W.03.01.b ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use a capital at the beginning of a sentence;
			-B1. Reread to look for missing words.			-COM.01.W.03.01.c ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use correct spelling of grade level words in final copy;
Santa Class Story			-B2. Reread to get ideas for continuing story.			
		-C. Descriptive Writing	-C1. Wrote descriptive stories of Santa's visit.			-COM.01.L.01.02 ~ Listening and Viewing ~ Students are able to use various listening and viewing strategies in social, academic, and occupational situations. ~ Students are able to recognize the importance of focusing on a speaker when listening.
			-C2. Visualized other students' stories as they listened to them.			

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Unit Name	Essential Questions	Content	Skills	Assessments	Lessons	Standards
The Craft of Revision		-A. Addition of Details	-A1. Expanded text by adding words using a carat and red revision pen.	-Revision of Small Moment Story (in-class observation)		-COM.01.L.01.02 ~ Listening and Viewing ~ Students are able to use various listening and viewing strategies in social, academic, and occupational situations. ~ Students are able to recognize the importance of focusing on a speaker when listening.
		-B. Effective Leads	-A2. Expanded text by adding "flaps" (strips of paper stapled onto the story in the appropriate place.)			-COM.01.S.02.02 ~ Speaking ~ Students are able to use the appropriate language and presentation style for formal and informal situations. ~ Students are able to express ideas in complete and clear sentences.
		-C. Authors Show, Not Tell	-A3. Composed dialogue to add to story.			-COM.01.W.01.01.a ~ Writing ~ Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing. ~ Students are able to use text and illustrations to express thoughts and ideas. ~ write brief narratives describing personal experiences;
		-D.Revision by Taking Away Text	-B1. Examined author examples of effective leads.			-COM.01.W.01.01.b ~ Writing ~ Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing. ~ Students are able to use text and illustrations to express thoughts and ideas. ~ write a story with a beginning, middle, and end.
		-E. Revision Celebration	-B2. Rewrote leads to pull the reader in.			-COM.01.W.02.02 ~ Writing ~ Students are able to use various strategies and techniques to improve writing quality. ~ Students are able to use descriptive words in writing. For example: The big, black cat ran down the long street.

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The Craft of Revision			-C1. Examined author examples of how their words would show, not just tell a feeling. -C2. Rewrote stories to show a feeling instead of telling about it. -D1. Reread to be sure the whole text makes sense. -D2. Identified text to take away that didn't build the main idea. -E1. Read personal narrative story with revisions aloud to class. -E2. Listened respectively as classmates shared their personal narratives from revision unit.			

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Unit Name	Essential Questions	Content	Skills	Assessments	Lessons	Standards
Nonfiction Writing: Procedures and Reports		-A. How-To-Books	-A1. Explored topics that would be appropriate for how-to books	-Nonfiction Writing (in-class observation)		-COM.01.L.02.03 ~ Listening and Viewing ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources. ~ Students are able to ask appropriate questions related to the topic.
		-B. All-About Books	-A2. Evaluated directions for clarity			-COM.01.W.03.01.a ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use a period;
			-A3. Revised if confusions were encountered when reading the directions for their how-to book			-COM.01.W.03.01.b ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use a capital at the beginning of a sentence;
			-A4. Incorporated features of how-to writing: title, list of things needed, pictures that match the directions			-COM.01.W.03.01.c ~ Writing ~ Students are able to use appropriate mechanics, usage, and conventions of language. ~ Students are able to write complete, simple sentences. ~ use correct spelling of grade level words in final copy;

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Nonfiction Writing: Procedures and Reports			<p>-A5. Identified how-to texts found in their world</p> <p>-A6. Edited for punctuation: periods and colons before a list</p> <p>-A7. Selected and edited one how-to page for class book</p> <p>-B1. Explored "all-about" non-fiction books and identified common features of all-about books</p> <p>-B2. Chose a topic for an all-about book that was a "good fit"</p> <p>-B2. Drafted a table of contents</p> <p>-B3. Distinguished between fact and feeling</p> <p>-B5. Created a labeled diagram/picture</p> <p>-B6. Reread and analyzed writings to be sure all information fits under the subtopic</p>			<p>-COM.01.W.04.01.a ~ Writing ~ Students are able to write across content areas to clarify and enhance understanding of information. ~ Students are able to write to retell information and ideas. ~ use writing to understand various topics in science, social studies and mathematics;</p>